

# Childminder report

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Inspection date: 17 January 2024

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

Children are settled and confident in this caring and nurturing environment. They are keen to welcome visitors and greet them with a confident smile and 'hello'. The childminder treats the children with respect. She understands that for children to feel secure and valued, they need to be included in any changes to the normal routine, for example, a visitor.

Children are confident to explore the activities on offer. The childminder encourages children to develop a 'have a go' attitude. The children experiment with building a track for the trains. The childminder supports the children to connect each piece and reconnect when it breaks. When struggle to copy, she supports and encourages them to try again, leading to children developing resilience when things do not go to plan. Children receive lots of praise for demonstrating positive attitudes.

Children practise writing with support. The childminder demonstrates how to hold a pen and encourages children to experiment on the wipe board. She introduces new vocabulary during play and children practise the new words, receiving lots of praise. The childminder is skilled at extending the learning opportunities for children. For example, she links writing the letter 'a' to the circle children have drawn. This is extended to include, 'A is for apple'. Children enthusiastically practise the new letter shape linking the word, shape and letter sound.

## What does the early years setting do well and what does it need to do better?

- Emotional attachments are secure. The bond the children have with the childminder is evident throughout the day. They share cuddles and laughter and she meets their emotional needs well.
- The childminder knows children well and follows their interests. She adapts activities to meet individual children's needs. This helps to ensure they access a broad curriculum. The childminder skilfully introduces further learning opportunities into children's play. She has a clear understanding of what she wants children to learn. For example, when children develop a fascination, such as with transport, she introduces more transport toys and adds simple challenges, new vocabulary and concepts such as faster and slower.
- The childminder works with parents to ensure children receive consistent boundaries and expectations. Parents' wishes are respected and followed. She values working in partnership with parents. Children's behaviour is very good at this setting. Younger children are reminded in a gentle manner of what they can and cannot do. She then reinforces with praise for making the right choice. Behaviour of the older children is also good. The childminder sets out clear expectations and the children are respectful of these.

- The childminder understands the importance of settling-in procedures. She offers new families a period of sessions where the children can attend for shorter stays. The childminder, family and child get to know each other. This results in the child feeling more settled in the new environment before a full session.
- Children's routines are followed in partnership with parents. The childminder prioritises the younger children's routines. This ensures children receive the rest their bodies need for them to feel ready for the rest of the day. She recognises when a child becomes hungry for lunch and knows when they show tiredness and are in need of a nap.
- Children enjoy occasional outings to the local park and walks through the neighbourhood. This gives children an opportunity to get exercise and fresh air. In addition, the setting has a large secure garden, accessible from the playroom. In the warmer weather the children spend time outside. However, there are limited opportunities for large physical play during a typical session. This means that the children do not get to exercise or the regular opportunity to learn more about managing risks.
- Children are supported to develop independent skills through play. They practise washing up at the water tray and take part in clearing the plates after mealtimes. The children are encouraged to tidy away the toys they have played with. However, during certain tasks such as hand washing or nose wiping, the childminder has not considered how to support children to become independent in completing these everyday tasks.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## What does the setting need to do to improve?

**To further improve the quality of the early years provision, the provider should:**

- provide a wider range of opportunities for children to engage in active physical play and manage their own risks
- extend the opportunities for children to do things for themselves and become more self-sufficient.

## Setting details

<b>Unique reference number</b>	EY389650
<b>Local authority</b>	Thurrock
<b>Inspection number</b>	10316880
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	2 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	31 May 2018

## Information about this early years setting

The childminder registered in 2009 and lives in the London Borough of Thurrock. She operates all year round and provides overnight care. The childminder regularly works with a co-childminder and occasionally works with an assistant. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Sue Triscott

### Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum has been implemented and the impact that this has on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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